HIGH-QUALITY PROFESSIONAL DEVELOPMENT

To ensure all children in the state of Missouri are taught by highly-qualified teachers, the **goal** is for all Missouri teachers to participate in and complete high-quality professional development each year. Teachers will be provided with the description of high-quality professional development (HQPD) and asked to reflect on their fully-implemented district, building, and/or personal professional development plan(s) to determine if it meets the established criteria.

Teachers, who determine their fully-implemented activities within the professional development plan meet the criteria, will complete the attached survey and submit it to the appropriate person for entry into the Core Data system. (The data is reported in the June cycle.) The datum collected is a yes/no response for each educator, indicating whether the teacher has been involved in high-quality professional development during the school year. Data from the 2002-2003 school year indicated that 60.6 percent of Missouri's teachers engaged in high-quality professional development during that year. The challenge is to increase that percent each year.

Note that Missouri's nine regional professional development centers (RPDCs) will provide training to LEA personnel each year concerning high-quality professional development. In addition, assistance will be provided concerning the construction of high-quality professional development district-level programs.

Page 2 – Required and acceptable criteria for high-quality professional development including links to
         National Staff Development Council's Standards for Staff Development and directions.

Page 3 -- National Staff Development Council's Standards

Page 4 – Survey to be completed by educators

HIGH-QUALITY PROFESSIONAL DEVELOPMENT

All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in high-quality professional development. Following are Missouri's criteria for high-quality professional development. Note the references to the National Staff Development Council's Standards, which are provided in the parentheses.

Part I: High-quality professional development:
- actively engages teachers, over time, (Standard 2)
- is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level, (Standards 8, 10)
- is directly linked to district and building school improvement plans, (Standard 1)
- is developed with extensive participation of teachers, parents, principals, and other administrators, [*Parent participation may be at the CSIP level] (Standards 1, 2, 9)
- provides time and other resources for learning, practice, and follow-up, (Standards 3, 7)
- is supported by district and building leadership, (Standard 2)
- provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity, (Standard 5)

Part II: Some types of activities that might be considered high-quality professional development if they meet the above requirements are:
- study groups, (Standard 1)
- grade-level collaboration and work, (Standards 1, 9)
- content-area collaboration and work, (Standards 1, 9)
- specialization-area collaboration and work, (Standards 1, 9)
- action research and sharing of findings, (Standards 4, 6)
- modeling, (Standards 8, 9)
- peer coaching, (Standards 8, 9)
- vertical teaming, (Standards 1, 9)
- other _____

Part III: Topics for high-quality professional development may include:
- content knowledge related to standards and classroom instruction, (Standard 11)
- instructional strategies related to content being taught in the classroom, (Standard 7)
- improving classroom management skills, (Standards 9, 10)
- a combination of content knowledge and content-specific teaching skills, (Standards 7, 11)
- the integration of academic and vocational education, (Standard 9)
- research-based instructional strategies, (Standards 6, 11)
- strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills, (Standard 10)
- strategies to assist teachers in creating and using classroom assessments, (Standard 5)
- instruction in the use of data to inform classroom practice, (Standards 4, 11)
- instruction in methods of teaching children with special needs, (Standard 10)
- instruction in linking secondary and post-secondary education, (Standard 9)
- involving families and other stakeholders in improving the learning of all students, (Standards 10, 12)
- strategies for integrating technology into instruction, (Standard 10)
- research and strategies for the education and care of preschool children, (Standard 6)
- research and strategies for closing achievement gaps between diverse groups of students, (Standard 10)
- other _____

- To be considered high-quality professional development, the fully-implemented **combined**, **ongoing activities** in the district, building, and/or individual professional development plan(s) must meet all of the criteria in Part I and at least one criterion in Part II and one in Part III.
- Unless one-day workshops and short-term conferences or workshops are part of a fully-implemented professional development plan, they are not considered high-quality professional development.
- All fully-implemented activities in the plan(s) must be aligned to a priority of the district or building CSIP. If they are not fully-implemented, they shall not be funded with federal funds. A district may choose to support these activities with other funds, but may not report them via Core Data as high-quality professional development.
- Professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning, (Standard 5).

Note: References to Standards indicate links to the National Staff Development Council's Standards for Staff Development detailed on page 3.

National Staff Development Council's
Standards for Staff Development

Context Standards

1. **Learning Communities:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.5)

2. **Leadership:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.5, 6.7.6)

3. **Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.6)

Process Standards

4. **Data-Driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and helps sustain continuous improvement. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.4, 6.7.5)

5. **Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.4, 6.7.5)

6. **Research-Based:** Staff development that improves the learning of all students prepares educators to apply research to decision making. (Related to MSIP Standard 6.7; Indicators 6.7.2, 6.7.3, 6.7.4)

7. **Design:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.5)

8. **Learning:** Staff development that improves the learning of all students applies knowledge about human learning and change. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2)

9. **Collaboration:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate. (Related to MSIP Standard 6.7; Indicators 6.7.2, 6.7.6)

Content Standards

10. **Equity:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for their academic achievement. (Related to MSIP Standard 6.7; Indicator 6.7.5)

11. **Quality Teaching:** Staff development that improves the learning of all students deepens educators content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.3, 6.7.6)

12. **Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Related to MSIP Standard 6.7; Indicator 6.7.5)

Teacher's Name _____ Date ____-___-____ Administrator's Initials _____ Date ___-___-____

Survey of Teachers - High-Quality Professional Development

To be considered high-quality professional development, the fully-implemented **combined**, **ongoing activities** in the district, building, and/or individual professional development plan(s) must meet all of the criteria in Part I and at least one criterion in Part II and one in Part III. Unless one-day workshops and short-term conferences or workshops are part of a fully-implemented professional development plan, they are not considered high-quality professional development. All completed activities in the plan must be aligned to a goal of the district or building CSIP.

Instructions: Reflect on your fully-implemented district, building, and/or personal professional development plan(s) for the past school year. Check each criterion met by your fully-implemented plan(s). Forward your completed survey to the appropriate person in your building or district.

Part I: High-quality professional development:
___ actively engages teachers, over time.
___ is directly linked to improved student learning so that all children may meet the Show-Me Standards at the
    proficient level.
___ is directly linked to district and building school improvement plans.
___ is developed with extensive participation of teachers, parents, principals, and other administrators.
        * Parent participation may be at the CSIP level.
___ provides time and other resources for learning, practice, and follow-up.
___ is supported by district and building leadership.
___ provides teachers with the opportunity to give the district feedback on the effectiveness of participation in
    this professional development activity.

Part II: Types of activities that may be considered high-quality professional development if they meet the above requirements are:
___ study groups.
___ grade-level collaboration and work.
___ content-area collaboration and work.
___ specialization-area collaboration and work.
___ action research and sharing of findings.
___ modeling.
___ peer coaching.
___ vertical teaming.
___ other _____
    _____

Part III: Topics for high-quality professional development may include:
___ content knowledge related to standards and classroom instruction.
___ instructional strategies related to content being taught in the classroom.
___ improving classroom management skills.
___ a combination of content knowledge and content-specific teaching skills.
___ the integration of academic and vocational education.
___ research-based instructional strategies.
___ strategies to assist teachers in providing instruction to children with limited English proficiency to improve
    their language and academic skills.
___ strategies to assist teachers in creating and using classroom assessments.
___ instruction in the use of data to inform classroom practice.
___ instruction in methods of teaching children with special needs.
___ instruction in linking secondary and post-secondary education.
___ involving families and other stakeholders in improving the learning of all students.
___ strategies for integrating technology into instruction.
___ research and strategies for the education and care of preschool children.
___ research and strategies for closing achievement gaps between diverse groups of students.
___ other _____
        _____